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ABSTRACT

The subject of this booklet is cross-age helping. It begins with a discussion of what cross-age helping is and why it is effective. Cross-age helping is described as a program where children teach or help other children. The older children help the younger children learn what the younger children want to know, and the younger children help the older children use their knowledge. The next section looks at some specific programs and tells what made them successful, and how they worked. There are descriptions of some summer programs and of a sixth grade to junior kindergarten program. The next section of the booklet lists some of the problems to watch out for when having older children helping younger children. The following section is a discussion of the key elements needed in an effective program. These basically concern attitudes of teachers and students involved and scheduling. The final section gives examples of other types of cross-age tutoring projects. A brief summary and references are included. (RC)

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She began her professional life as a teacher of creative dramatics in grades 3-12. Later, as director of a co-op nursery school, she found herself training adults how to relate to children. This experience continued when she became District Director of Camp Fire Girls in Fairfax County, Virginia.

She taught junior kindergarten at the Laboratory School of the University of Michigan. She was founder and co-director of the Children, Youth, and Family Labs at Bethel, Maine, for three years. This included the directorship of a summer camp for children 4-12.

As Project Director of the Cross-Age Helping Program at the Institute for Social Research of the University of Michigan she, together with interested colleagues, developed a dissemination package of materials on how to help older students help younger ones. She is a consultant to teachers and school systems throughout the country on starting Cross-Age Helping Programs.

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Series Editor, Donald W. Robinson

STUDENTS TEACH STUDENTS

By Peggy Lippitt

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ORIGINS OF THE CROSS-AGE HELPING PROGRAM

Children teaching children is not a new idea. It has been used in many large families and one-room school houses in the past. But there is a new element today that has not always been present in the past. Older children not only have a chance to help youngers, but they also have the chance to learn effective methods of helping. Built into these newer programs are organized ways older helpers receive special training, support, and recognition for their helping efforts.

Many programs have three types of training opportunities for older helpers:

1) how to relate constructively to small children
2) how to teach specific subjects or skills
3) how to use their own creativity to invent games and other learning activities to help their youngers.

The helping goes both ways. Older children help youngers learn what youngers want to know. Youngers help olders use their knowledge. They help olders get experience in being helpful. They give them a chance to feel appreciated, influential, and needed.

Older students have said that the helping programs were very useful because they learned from the younger ones what smaller kids are like and how to get along well with them. Many olders have thought that this would be useful when they have children of their own. Older children are a unique resource. They are near the age of the youngers, and can talk their language. They provide more feasible models for youngers than do adults who seem so "far away" in years and attitudes. An older child is

often able to reach a younger one who is alienated from grown-ups because he/she is perceived as a child and a friend rather than as a hostile authority figure.

How It Began with Us

In 1961, four of us started a day camp in Bethel, Maine, for the children of participants and staff of the National Training Laboratories held there each summer.

Opening day of this venture was a surprise! About forty youngsters, boys and girls age 4 to 12, showed up, eager, shining, and expectant. We had prepared for twenty-five. Suddenly we were faced with the same situation that faces every educator, every youth organizer, and every parent of different-aged children. How could we four adults provide experiences that would have meaning for everyone; meet all those individual needs; make the best of all our resources? How could we help everyone to feel useful, important, contributing members of a caring, loving, responsible group?

From sheer necessity we hit on the idea of sharing our predicament with the older children and asking for volunteers to help the little ones part of the time so we would have time to help the olders with more complicated activities. We started with crafts. The older children liked the responsibility and the idea spread.

One 10-year-old "expert" organized a softball group of 7- to 8-year-olds. Some good swimmers volunteered to help smaller ones during part of their swimming period. Some olders volunteered to read to the 4- and 5-year-olds during their nap time. One 12-year-old girl offered to be a special "guardian" for a 4-year-old American Indian boy who had been adopted just three weeks earlier into a family who had a 7-year-old boy of their own. Both children were at camp. Both obviously could use special attention to help them adjust to their new family situation.

We discovered an interesting thing. We asked the older campers for their help because we had a real need for it. Sensing this, they responded. When they did, it set a norm for the whole group. Soon the next younger ones were following the olders' lead. Helping became the "in" thing for everyone to do. This showed us how important the example of older children

was to younger children. Therefore, we felt it of the utmost importance to spend time with the olders giving them all the good teaching techniques we could think of and reinforcing every good idea they had. We also tried very hard to be an example to them. We tried to do for them what we hoped they would do for the youngers they helped.

This camp experiment turned out to be so successful that the next fall we started a cross-age helping project at the Laboratory School of the University of Michigan. Sixth-grade volunteers, twelve boys and twelve girls, helped in the 4½-year-old preschool class.

Everyone in the program—teachers, olders, and youngers—liked this so much that a pilot project was started the following year to see if cross-age helping could be done in an academic situation with as good results. Sixth-graders helped fourth-graders in two elementary schools, one the same laboratory school, one a school in an adjoining town. By spring the olders in both schools were being asked by teachers to help younger children in the third, second, and first grades, too.

The next year the program was carried one step further. A pilot study was begun in Detroit with older helpers working across buildings as well as across classes in the same building. Here high school students helped junior high school students and elementary students. Junior high school students helped elementary students and older elementary school students helped younger ones.

Since then the idea of older children helping younger ones in some systematic way has taken hold and mushroomed all over the United States. Some of the organizers of these programs had heard of our pilot studies and used our designs and consultation. Some started quite independently. The idea was ripe.

Reasons for the Spread of This Idea

There are many reasons for the growing popularity of the program of older students helping younger ones. One is that it meets so many poignant needs. Here are some to which it speaks.

There is great need to find ways to individualize instruction. Children need to have what they are learning be meaningful to them. They also need to experience success. The ways that chil-

dren learn are so different that all the individualized help each can get is advantageous. Older students helping youngers is a way the teacher of the younger child can arrange for individual help for slower children who need encouragement, for faster children who need challenge, and for those children in the middle who are so likely to be overlooked when there is not time for everybody.

Children need all the friends they can find. This is a way to provide a younger child with an older friend and vice versa. Research shows that when children feel accepted and liked by other children they can use their abilities more fully.

Older children need to feel useful and influential. This gives them a chance to do so most constructively. They need to feel that they can give to their society as well as take from it. This is one way they can be contributors. They practice skills of contributing; they experience themselves as people who have resources that others can use. Even children who are in the slowest portion of their own class can be seen as experts by children three years younger who are also having difficulty learning. In fact, they often have a greater understanding of the difficulties a younger child may be having than an older child who has not had a hard time learning.

Teachers need to find ways to motivate students to learn. One of the best ways to learn something is to teach it. Small children enjoy performing for older ones.

Teachers need to find ways for older students to fill the gaps in their learning. Older students who are helping youngers will readily and willingly bone up on fractions, percents, phonetics, or anything else they need to use immediately to help smaller children who are relying on their expertise to learn something. It is a way to put a first-grade book into the hands of a sixth-grade poor reader and have him feel "cool" about carrying it around.

Teachers and students, parents and children alike, need to find ways in which the olders and youngers can appreciate each other more and reduce the communication gap between the ages. One powerful way to do this is to team together to help smaller children learn and grow.

Students with experience in helping youngers can empathize

with the predicaments their own teachers are up against. Mutual appreciation grows. As one sixth-grader said, "I used to think teachers were all mean to kids. Now I've been working with them, they just get nicer, I think." An elementary school principal admitted, "I didn't realize at the beginning that older students could make such a positive contribution."

Older students are a ready source of volunteer help. The trend in education and other professions is to use more volunteers. Teachers using them learn techniques of training volunteers, building volunteer teams, and changing their own roles from the person from whom all information comes to the executive in charge of providing the most strategic learning opportunities for the children in their classes. This applies to teachers of the older helpers as well as teachers of the younger children being helped. One of the most valuable benefits for the olders is the chance to be useful to the youngers and to the youngers' teachers. Planning learning opportunities does not necessarily mean a teacher needs to give up the chance to influence children directly. Sometimes it means this influence can be increased. As a kindergarten teacher put it, "When the sixth-graders are playing with a group of my children, I have time to give individual attention to children who need it but who would not otherwise have a chance to have it."

Cross-age helping also gives students an apprenticeship in the helping professions. It helps provide an educated group of volunteers who feel potent about the positive effect they can have on others and on their environment.

Society has needs, too, if it is to exist much longer. One is to learn cooperative techniques rather than competitive ones. When older children find it is all right to nurture little ones, they are extremely good at it. They usually have great empathy with the youngers' problems and great joy in their achievements. The older helpers enjoy learning human relations skills when they are doing it, not because they are so lacking in them, but in order to do a better job with the younger children they are helping. They learn to be sensitive to others' needs without being made to feel stupid about their previous insensitivity. A group of fifth-graders were asked if they noticed anything they did differently with their younger brothers and sisters at home since they

had been helping in the second grade in school. "Yes," answered one boy without hesitation. "I have a little sister. When she cried, I used to say, 'Shut up.' Now I say, 'What is it?' "

Cross-age helping puts to use research findings and educational assumptions.

One is that children 3 or 4 years and older are a major influence on younger children. It is from older children that youngers find out what to do and what not to do.

Another is that older students have a chance to work through at an emotionally safe distance some of their own hangups and relationships with peers, siblings, younger or older children, or authority figures as they help the younger students solve their problems in those areas.

It's a way a student may be put in a position of trust and responsibility, thereby evoking a change in behavior rather than having the change in behavior a prerequisite to being given the responsibility.

Cross-age helping gives children some perspective on their own ability: a more realistic picture of where they fit in the community of people younger and older than themselves. It teaches responsibility, trust, love, caring, and compassion.

A Look at Some Summer Programs

Just putting older and younger kids together does not insure harmony, as you will know if you've watched children of different ages interact.

Let's look at some of the programs already mentioned and see what the ingredients were that made them successful, and how they worked.

The Summer Camp

Here the practice of olders helping youngers was started as an answer to a felt need of both campers and counselors. The big kids were becoming impatient to get at something more challenging in crafts than just braiding lanyards. The little kids wanted to learn to make lanyards like those they saw the big kids weaving. The crafts counselor was bombarded by both olders and youngers. He said to one big boy, "Look. I've got a problem. You want me to bring out the leather so you can begin a wallet.

Jimmy wants to make a lanyard like yours. If you can help Jimmy get started with his lanyard, I'll have time to get the leather set up for you. Do you think you could show him how you started yours?"

So it began. David took Jimmy over to the spools of lanyard material and asked him what colors he wanted. He measured out three times as much material as Jimmy needed for his final product—just as the counselor had done for him. He tied a knot in the strands, showed Jimmy how to hang it over a nail on a beam, and how to begin the weaving. Another small child asked if he'd start him, too. David was obviously pleased to be asked. The little kids exuded hero worship and appreciation. When the leather was ready for David to start his wallet, he said to his two pupils, "If you have any problems, bring your lanyards over and I'll help you." Just then another little kid asked David for help. The counselor came to the rescue. "Is there anyone else who can help Jerry start a lanyard? David wants to work on his wallet now." "Sure," said a big girl who was walking around weaving a basket. "I'll help you, Jerry."

That afternoon in the clinic session that staff members always attended after the campers went home, the counselors saw this as a godsend for them and a way for the olders and youngers to feel good about each other, learn more crafts, and have fun together. It was a surprise to see how well the olders could teach and how much the little ones liked being helped by big kids. It was also apparent that helping should be voluntary and care should be taken to meet and protect the olders' needs, too. The willing olders should in no way be allowed to be exploited.

When the older campers realized their desires were also being considered, they were much more willing to consider the wishes of the smaller children.

One day an older girl was helping younger ones to start weaving baskets. She had three or four in a group. A counselor noticed the pressure that was being put on Sally by the smaller ones who wanted her help. "Don't you want me to take over here?" she asked. "I thought you wanted to start that box for your Dad's birthday." "I'm all right," answered Sally. "I've a whole week to do that—and I love to teach."

As the helping idea spread, it became apparent that it needed

supervision and the helpers needed instruction—not so much on how to do the actual thing they were teaching, because they seldom volunteered to teach something they didn't know how to do already, but on how to relate well to the smaller children.

The 10-year-old baseball expert sometimes was impatient with his less skillful players. So counselors organized an "at the elbow" counselor helper to keep an eye on how things were going when olders were helping youngers and to intervene afterward if necessary. "Hey, Andy," he'd say when the game was over, "it's neat how those kids like to play ball and they wouldn't have nearly the fun if you didn't help them organize. But how do you think Dan felt when you called him *stupid*?"

In talking over this situation in their afternoon clinic session, the counselors realized that it might be difficult for some olders not to become defensive about interventions like this and it would be good to have some "preventative" sessions about how to relate to smaller children that might forestall unpleasant incidents.

So a volunteer seminar on how to relate to smaller kids was offered the bigger kids right after lunch. Only those from 10 to 12 years of age were eligible. But the idea became so popular that some "how to relate" skills were asked for by those younger than 10. So every now and then in the regular town meeting just before lunch opened to everyone, we talked about ways to relate well to each other.

We found that the olders who were being trained to help were sometimes not approached by the smaller children, and we'd have to channel smaller children to them. "Why don't you go over to Kathleen. She'll show you how." This took some of the joy away from the big kids who liked being sought out by the little ones directly. So in a town meeting on ways to relate, we set up a role-playing scene in which a smaller child couldn't find a counselor and came to an older one for help. Everyone watched this scene. When we asked the older how he felt about being asked by the younger, he said it made him feel very good. A counselor, asked if he thought the smaller child was dumb to ask him, said, "No, I think he was very bright to ask for help where he could find it when a counselor was not around." This seemed

to free up the youngers and make asking for help as good a thing to do as giving help.

In our next two-week session, we began with the idea of having a seminar for all olders who would like to help youngers from time to time. The campers brainstormed ways to make little ones feel useful, important, liked, appreciated, etc. A camper who had been in the first two-week session said, "I tried that last time and this little kid tagged after me the whole two weeks."

So we role-played a situation in which one older was a "little kid" and one was a big helper and tried out different ways the big helper could suggest that the little one do other things that would be interesting to him besides being with the bigger one all the time. We thought the big kids needed to know tactful ways of reserving time for themselves.

That afternoon it rained and the whole group went down to a large indoor gym with a dirt floor large enough for track, baseball, and other active sports, and equipped with climbing bars and swinging ropes.

Toward the end of the time there, one of the 12-year-olds rushed up to a counselor joyfully exclaiming, "I did it! I did it!"

"Did what?" the counselor asked.

"Did what we were talking about in seminar," he answered. "See that little kid on the swinging rope over there? He asked me to play whiffle ball with him. I didn't want to do that, so I said, 'Here's a lanyard I found that I'm braiding. Would you like to work on it?' Then I looked around for something else for him to do, because I wanted to play baseball. I saw that the swinging rope was free. So I said, 'Hey, no one is on that rope over there.' He ran right over to it and he's been there ever since." That afternoon, as the small rope swinger was going home, he was overheard telling his mother, "Today, I found a big friend."

In those days in the youth culture of most communities, this did not happen easily. Older children had a norm of exploiting or avoiding younger children. Younger children often became targets for the older child's frustration, and in turn, they retaliated by teasing, tattling, and demolishing the property of bigger ones. Neither group necessarily liked this state of affairs, but they had no skills in alternative ways of behaving. Even when baby-

sitting with youngers, olders would often boss, threaten, squelch, and cut down the youngers. This was how they had experienced olders acting toward them. The main reason the camp staff put so much stress on the seminars for olders in how to relate well to youngers was to give techniques of helping and caring to olders whose behaviors youngers naturally copied.

These seminars emphasized ways to build the smaller childrens' self-esteem. This included lots of role-playing practice in giving positive reinforcement to small children and modeling of this by the counselors, who tried to make use of every opportunity to help build the *helper's* self-esteem. Hopefully, this was done by calling the olders' attention to the results of their efforts rather than by direct praise. "Did you notice how pleased Johnnie was when you stopped to admire his frog?" The counselors tried never to take for granted the help the older campers gave, to be always alert to show their appreciation for every effort the olders made. They were rewarded by seeing their appreciative behavior mirrored in the olders' actions toward the youngers. Rather unusual interpersonal dynamics began to show themselves.

One older boy was heard to say to his sister, two years younger, "You draw horses really well."

One day a counselor forgot her towel at swim time. "Never mind," a 4-year-old assured her with a pat on the arm, "you can share mine."

A little boy was jumping up and down in an obnoxious show-off way in front of a 12-year-old who said, "That bothers me. If you stop jumping and we can sit down somewhere quietly, I'll show you how I made my wallet." A satisfying esteem-building "man-to-man" conversation about leatherwork ensued.

Sometimes it was hard to keep a straight face for the joy in our hearts when we heard things like the remark of a 10-year-old boy to a 6-year-old whose lanyard strands were hopelessly tangled in a "million" knots and who had come to him for help. "The thing I like about you, Donnie," he said, "is you keep on trying."

In thinking over what made this program tick, contributors spotted seven ingredients:

1. The staff all felt they really needed older children's help. None felt threatened or displaced by them.
2. The staff worked closely together. They had time to clinic and evaluate what had been done. They made plans for what should happen next to reach common goals and meet individual needs.
3. The *helping* program was completely voluntary.
4. Learning to help was regarded as a valuable part of the program. Time was earmarked for this as for another meaningful activity like swimming, art, drama, and trips.
5. Helping was linked with *caring*, which included caring very much about having the olders be successful in their efforts to relate constructively to youngers. The olders were not helping out there in a vacuum. Staff observed as carefully as possible, out of the corners of their eyes, what the olders did when they were helping youngers, so they could give them feedback on what they saw happening that was successful. Often the olders were unaware of how well they were doing. Staff and campers could also bring to seminar situations that seemed to cause special difficulty so that alternative ways of handling these could be discussed. The olders liked this, as it gave them an idea of how they were doing and a feeling of being supported. And it gave the staff a method for quality control.
6. The needs of the olders as well as the youngers were considered important. Care was taken to:
   a) provide time for olders to have activities of their own and challenging adventures the youngers were too small to participate in
   b) avoid exploiting the olders and overtaxing their goodwill.
   c) protect the need of the olders to develop friendships within their own age group as well as with youngers
   d) voice appreciation for the helping efforts of the olders
   e) treat the olders with the dignity and respect due anyone, particularly a valuable colleague.
7. Helping became a status activity. The counselors felt a great part of the success of the program was due to the lucky fact that the first two or three olders who volunteered as helpers were natural leaders, the norm setters in the

youth culture, whose behavior the group was eager to imitate.

The Sixth-Grade to Junior Kindergarten Helping Program

When the program of the sixth grade helping the junior kindergarten was begun at the Laboratory School of the University of Michigan, the design included the seven ingredients identified as important to success of this sort of venture.

A close association was built between the teachers of the older and the younger classes. The needs of both were considered. Periodic meetings were set up between them to review the progress of the project. The sixth-grade teacher said he could work around his students being out of class at specific times. The junior kindergarten teacher stated the times that would be most helpful to her. Specific time periods were established for the project and for the seminar sessions. The sixth-grade teacher agreed *not* to have activities of competing interest at those times, to save these times for individual work so the helpers would miss nothing they couldn't make up.

The program was voluntary. Twenty-four of twenty-seven sixth-graders volunteered, twelve boys and twelve girls. Attendance at the seminar twice a week was a requirement for the sixth-grade volunteer helpers. Care was taken to assure the program had status in the eyes of the older helpers. The sixth-grade teacher had given a sociometric test to his class. It was easy to spot the leaders from the answers to questions like, "Which three people in this class have good ideas?" "Which three people would you *like* to work with on a committee?" The twenty-four volunteers were divided into two matched groups of twelve each; six boys and six girls. Each group of twelve included good students, middle students, and poorer students. Each group included two boys and two girls who the class had indicated were well liked and had good ideas.

One group of twelve worked as helpers the first semester; the others were helpers the second semester. A boy and a girl from the "class leader" group were given training and helper assignments first. Their enthusiasm about their experience with the little ones gave the program the stamp of approval by the student norm setters.

In order to give the sixth-graders a chance to form friendships with their classmates, they were always scheduled to help in pairs. A girl and a boy were scheduled together for two weeks. Then another pair was scheduled for two weeks, and so on. If one was absent, another filled in. All twelve came to both seminar sessions each week.

The junior kindergarten teacher taught the seminar and also gave specific assignments to the sixth-graders. Observation of helping sessions was easy for the teacher because the sessions were in her own classroom. Time was saved by checking with the helpers right after the helping session and thanking them for coming. In the first seminar session, the junior kindergarten teacher explained to the olders the unique resources they had. Because they were nearer the age of the children, they spoke the child's language better than adults did. Too, they were people the younger children wanted to be like, and whom they valued as friends. No one looks bigger or more important to a small child than a sixth-grader. The teacher, who had been a cooperative nursery school director, discussed aspects of child growth and development with the sixth-graders just as she had done in the same sort of training for parents in the cooperative nursery. The sixth-graders learned things they could do for the small ones: how to read to them; sing with them; help them cut, paste, build, etc.; what to expect at this age; how they could help without taking over so that the little ones could learn to carry out their plans and follow their own ideas. They discussed staff goals for the children, problems related to reaching these goals. They discussed how to help children do things they wanted to do: how to help them solve problems, cope with feelings, and become more confident; ways to raise one's self-esteem. They talked about how few people have had much experience as they were growing up: about how to feel good about themselves, although everyone knew what it was like to be criticized, punished, and belittled. Since we had no early training, we all need a lot of practice in alternative ways to relate to small children to keep from resorting to cutdowns, threats, and punishments.

The teacher made it a point to share problems and hopes with these older helpers just as if they were teachers in training. They appreciated the trust and honored confidential information.

These eighteen youngers seemed to be a group who did a lot of waiting for other people to tell them what to do. The registration files of these children were checked for data that might shed some light on this prevalent characteristic. It was discovered that all but three of the entire group of 4½-year-olds were the youngest of families having three or more children. The sixth-graders found this very interesting and understandable. These small ones probably had older brothers and sisters who set up the play situations at home. They thought it would be good to try to help them make their own decisions and take more initiative. Ways to do this were role-played and discussed.

Shortly after this a small boy was working with one of the sixth-graders in the art room. Both were making designs by pounding colored pieces of wood onto corkboards. The little one was copying the design made by the big boy on his board. It was a wagon with two wheels, a box top, and a tongue to draw it by. The small boy had his first wheel in place and the second wheel in his hand. "Joe, where shall I put this wheel?" he asked of the sixth-grader. Joe leaned forward and in a voice full of confidence that the younger knew what he was about, said, "Where do you think it should go, Eric?"

They talked about ways one could help children deal with feelings. There was a 4-year-old who was apparently afraid of her own aggression. She'd work herself up to expressing it and then be sick for a couple of weeks. This was such a recurring pattern that it was brought up in seminar and discussed. She was the youngest of four children with two pretty strict parents. On the day a new practice teacher came in Becky was in her "rise of aggression" stage. She had a little stuffed hippopotamus, which she showed to the practice teacher, saying, "I'm a hippopotamus and I'll bite you." The teacher, knowing nothing of Becky's history, and probably threatened on her first day, said, "I'm a bigger hippopotamus and I'll bite you back."

The teacher wondered what the sixth-graders would have said, so she asked them at the next seminar.

One boy said, "I'd say, 'I'm a tiger and I'm your friend.' "

Another boy said, "That's good. But for Becky I would say, 'I'm a baby hippopotamus and you can take care of me.' "

At the seminars anyone could bring up questions or any puzzl-

ing situations that had happened in the classroom. Suggestions on how to handle things in different ways were tried out in role-playing to see which ways were more effective. The group talked about everyone's need for help; not just little kids but everyone, and particularly the teacher! Hadn't she asked them to help her? Twelve heads are better than one. If a problem arose, the teacher would ask the person involved if he/she would mind sharing it with the rest, as they might have to face a similar situation and it would be a chance to add to everyone's knowledge. They began to view themselves as an educational team helping little kids have more fun.

At the end of the semester all but two of the twenty-four sixth-grade volunteers rated their experience as either valuable or very valuable, as being enjoyable or very enjoyable. Two, both girls, were neutral and rated themselves O.K. on both dimensions. When asked what they had learned about small children that they hadn't known before, the sixth-graders reported that the youngers were brighter and more fun than they had expected. One boy said, "They also have troubles. You wouldn't think they'd have troubles. Everyone has problems. They don't like to be told what to do. They want to make up their own minds."

The teacher of the junior kindergarten was asked to be a demonstration teacher the next fall for a pilot study to see whether older students could help youngers in an academic situation. She told the sixth-grade helpers of this opportunity and asked them if they had any suggestions that might help this new project be successful.

The olders said yes. She should tell the younger children in the project that the sixth-graders would learn as much from them as they did from the sixth-graders. But let this be the youngers' secret. Don't tell the olders this. The olders will find it out for themselves.

Sixth-Graders Help Fourth, Third, Second, and First Graders

This experimental study of older students helping youngers in an academic setting involved two schools, one the laboratory school at the University of Michigan, the other in nearby Ypsilanti. It started with an entire sixth grade helping a fourth

grade, to see if this could be a feasible part of the regular curriculum.

In both settings the field staff were trying to discover what was necessary to make a cross-age helping design a significant learning experience for both youngers and olders. In both settings the tendencies of the children before the program was begun was toward negative or disinterested cross-age relations, and practices in both schools supported segregated age-graded activities.

The two teams of teachers involved in each school met separately to plan and schedule to meet everyone's goals and needs. The team included the fourth-grade teacher who was receiving help for her children from the older students, the sixth-grade teacher from whose class the older helping students came, and the demonstration teacher who taught the course in human relations and coordinated the helping program. The following design grew out of these staff team meetings.

The sixth grade had a human relations course led by the demonstration teacher. Here they studied as individual units in four areas of human relations: older and younger relationships; friendly and unfriendly feelings; giving help to adults and receiving help from them; and decision making. In the first unit they learned techniques of role-playing to act out episodes in relationships as a way of discussing and practicing alternative behaviors and noting their effects. Students and staff discussed such questions as the forces that keep olders and youngers apart; the attractions that draw olders and youngers together; various concepts of "bigness;" what olders like about youngers; what youngers like about olders; how important it is to feel you can help.

They learned ways to help smaller students feel good about themselves, about being instructed, and about the subject they were studying. They learned techniques of correcting errors in ways that were encouraging rather than discouraging. They practiced how to take students from the level where they now felt successful to a higher level in ways that were challenging and satisfying. They also discussed ways in which smaller children might help them, like showing them where things were in their own classroom, or lending them a pencil when they really needed one, since the fun of helping should go both ways.

The sixth-graders became discussion leaders and role players for the fourth grade when the fourth grade studied the behavioral science unit the sixth-graders had just completed. The demonstration teacher also led the behavior science period in the fourth grade.

In addition, six sixth-graders worked as a team in the fourth grade to help on a one-to-one tutorial basis in mathematics and reading. This academic team had a briefing session each week with the fourth-grade teacher, with the demonstration teacher sitting in. In the first training session they talked about the younger each was paired with and how he might be helped by the drill or whatever assignment the teacher wanted the olders to carry out with their youngers. Explicit directions were given on how to carry out this first assignment. Then the students practiced working with each other, one acting as tutor, one as learner, to see if they understood the method and procedure before teaching the child the first time. At later conferences with the student helpers, the teacher would ask for the olders' ideas, they would share goals, and then together they would discuss methods for reaching them. But the first time it was thought they would feel more secure about helping if they had a definite procedure they could follow.

Two more precautions were taken to give these older helpers security and assure success in their first assignments. The teachers of the fourth grade and the sixth grade worked together to pair faster fourth-graders with faster sixth-graders and slower fourth-graders with slower sixth-graders. They wanted to be sure to preserve the sixth-graders' image as older and wiser without losing the resources slow learners offered. Students who have had trouble learning themselves often prove particularly patient and understanding of the difficulty a smaller child may be having.

As a final security device for the older helper, there was an "at-the-elbow" system. When the sixth-grader met his younger child for the *first* time to do academic work, some staff member was nearby to give "at-the-elbow" help if needed. Sometimes this was the classroom teacher, sometimes the seminar teacher.

Most of the tutoring was done at the same time the rest of the class was studying the subject, such as in reading or math

period. The older assistant often worked with his/her child close enough to the teacher for her to make suggestions. An example of this "at-the-elbow" help from the first day of tutoring was an instance where neither the younger pupil nor his older tutor knew the meaning of a spelling word. The teacher came to the rescue with, "Jim, did you know that all my fourth-graders have dictionaries in their desks?" Jim picked up this lead. "Say, a dictionary of your own. That's great. Let's look it up." "At-the-elbow" helpers also supported good practices by giving positive remarks afterward. "Did you notice how pleased Joe was when you said, 'Almost right—that it would be CAP if we covered the L?' And how he got it right away when you asked him to sound the L after the C. You neatly turned his mistake into a constructive learning experience. You were very sensitive to his need to succeed."

After the sixth grade had been helping about two months in groups, it was Ronnie's turn to help. He said he'd rather not—that he had played with all those kids after school and they were brighter than he was. So arrangements were made for him and others to teach in the third grade, where the children were enough younger for him to feel secure in the helping role.

Soon after, the second- and first-grade teachers also asked for sixth-grade helpers in both schools. The academic team of helpers worked at least three consecutive weeks in a younger classroom. Each week they had a conference with their receiving teacher to exchange ideas, evaluate how things were going, and talk over next steps. It became evident that the teacher of the younger children (the receiving teacher) is the key person in the success of the program. He/she is in the role of employer to the older student helpers—the one for whom they are working, to whom they report for assignments, with whom they check out their own ideas for helping, from whom they get feedback on how they are doing. Rapport, mutual appreciation, and trust between them is very important. One sixth-grader said of her receiving teacher, "I thought she didn't like me very well. So I didn't like her either till the day she asked me to sit in on a parent conference with Margie's mother. Margie is the third-grader I'm helping. Now I know I'm important to Mrs. Robinson and I like her a lot."

It is also crucial for the receiving teacher to feel in charge of what happens in his/her classroom. Rapport must be established between seminar leader, sending teacher (from whose class the older helpers come), and receiving teacher, so all needs can be taken into account when the program is being designed. They need to decide together when, where, to whom, by whom, and how often help is given the younger children.

Sixth-graders helped smaller children in many ways: in memory drills, in selecting library books, in remedial reading and mathematics skills, with physical education, and on field trips. Two students from a sixth-grade made up a unit on fractions for three bright fourth-graders while they were waiting for the class to catch up to them in their regular textbook work.

Although the program proved feasible as a curriculum for everyone, it can be just as encompassing when it is voluntary. It is more fun for the older helpers to have helping be something they have voluntarily chosen to do. Other programs since then have made arrangements for those not wishing to be part of the program to be in another sixth grade or in the library during the helping period, only to have the entire grade volunteer for the helping program.

Results proved rewarding. Here are some evaluative comments from interviews with participants in these two projects:

"Jackie was to help Chuck choose and read a library book. After successfully finding a book on Monday, the boys returned to the room and began reading it. Chuck became so interested he did nothing but read his book all day."

"Since having individual attention, Ray is getting seven and eight spelling words right on his weekly tests for the first time. Before he would not even write them down."

"The status of boys and girls in their own classroom has been increased by special attention of sixth-grade helpers."

"Some of the youngsters in my class are more interested in performing for an older youngster than for a teacher. The olders helped a lot more than we could at times."

"I was the 'at-the-elbow' supervisor for physical education helping. Three sixth-grade/fourth-grade pairs in basketball and one in tumbling were working at once. It was the second or third time for most of them. It was as perfect an example of this kind

of field work as you could hope for. The helpers were prepared; they had a friendly but business-like approach. The fourth-graders had a special sense of accomplishment as they practiced the skills of shooting, passing, and forward rolling. With good preparation of the helpers, a larger number of pairs might very well work with one supervisor after the first period."

Bill commented to Lois concerning a spelling session in the third grade, "That child took so long spelling that word I wanted to hit him. But, of course, I didn't. I was patient."

"There was less time spent this year straightening out altercations among the children of different ages on the playground."

"Having watched the bigger kids drilling fourth-graders, people in our own room are more willing to help each other."

Friendly attitudes spread to other aspects of the children's lives. Take for instance the story of Linda. During a training session, when some sixth-graders were looking at how they might help fourth-graders, one child turned to Linda, who has several younger sibs at home, and asked, "Linda, how do you handle your smaller brothers and sisters? I know you have some." Linda said very sullenly, "I leave 'em alone. They do nothing but cause me trouble." When it was Linda's turn to be an academic helper in a fourth-grade class she met with the fourth-grade teacher and the project coordinator for a briefing. They pretended to be fourth-graders that Linda was preparing to drill in reading skills. She was very unsure of her ability and kept saying that she was afraid she would make a mistake. The teacher gave her constant reassurance and showed her many techniques for helping the younger children.

When Linda began the flash-card drill, her student had a great deal of difficulty. She tried giving him hints in ways that were completely her own ideas. She held up the word "surrounded" and said, "If there were a whole lot of people around you and you were all alone in the middle—what would you be?" "Single," was the first response, and Linda explained that that was close, but the right word was longer. She repeated the definition, and the boy finally broke in with "surrounded!," they both laughed, extremely pleased.

When Linda had finished, the fourth-grade teacher told her that she had done a wonderful job and asked her for comments

on the work the student had done. Later, Linda asked if she could go back to the fourth grade to give help in arithmetic.

Linda proved to be such a creative helper that she was chosen as one of the first sixth-graders to help in the first grade, which came into the project after the sixth-graders had established themselves as helpers.

In April, after Linda had successfully taught in fourth, third, and first grades, her own teacher made this report about her: "Linda is now taking care of her younger brother and sister, leading them around by the hands, bringing them up to the sixth-grade room, sharing bubble gum ('If your teacher catches you, you mustn't blame me.'), taking them home on the bus."

All through Linda's earlier records can be found much evidence of extreme jealousy of the younger children and consequent unkindness to them. Those are the younger sibs about whom she said at the beginning of the project, "I leave 'em alone. They do nothing but cause me trouble."

High School—Junior High School—Elementary School

This experiment involved three adjacent public schools in Detroit's inner city—a high school, a junior high, and an elementary school. The older students assisted across buildings as well as across grade levels.

The high school helpers were members of a psychology class. They helped three days a week in junior high and elementary classes. At that time the high school teacher acted as observer of the helping sessions covering each helping pair once a week for about 15 minutes each. One day a week the helpers had a seminar session on how to help and feedback on how the helping sessions were going; one day a week they had a regular psychology text. They assisted in English, history, shop, mathematics, and reading. They met once a week with their receiving teacher to talk over goals and assignments, exchange ideas, and get feedback on how their youngers were doing and next steps for helping them. They met their youngers in their rooms and worked with them wherever it seemed best—in the halls, in the library, at the back of the youngers' classrooms.

The junior high school helpers, from an English class in bettering communications, were scheduled to help in the ele-

mentary school three days a week. One day was used for a seminar on helping little kids, and one day they worked directly with English composition. The receiving teachers had a conference with the older helpers once a week. The assistant principal acted as seminar leader for sixth-graders (volunteers from two classes) who helped in the third, second, and first grades.

Student helpers said very moving things about their experiences:

"It has taught me to understand better the teacher's point of view."

"I want to be a social worker. This Olders-Youngers project has brought me closer to realizing what social work really is. You read about social work in books, but it is not the same as really experiencing it and being with people you enjoy being with and people you feel you are really helping."

"One thing I found out about myself—I am very self-centered. By working with my younger, I started hoping he would improve."

"I learned that everybody has a problem. In school you see kids, and everything looks so nice and rosy, and deep down they really have problems you never noticed before."

"I learned that each child is unique. He's different."

A more formalized overall evaluation can be summarized as follows: teachers and older students both reported improvement for the youngers in academic performance, turning in assignments, and settling down to work, as well as greater interest, greater class participation, better attitude toward receiving help, higher self-confidence, greater self-respect, and better attitude toward others.

Members of a high school psychology class were asked what changes they saw in themselves which could be attributed to their experience with cross-age helping. They listed: understanding others better, being more considerate of others, being more patient, getting along with others better, feeling more useful, and greater self-confidence.

TRAPS TO WATCH OUT FOR

It is very easy to get locked into habit or expediency when trying innovative ideas. Here are some traps to watch out for. They can also be used as criteria by which to judge a helping program.

Don't exploit older helpers by giving them dirty work like washing up paint brushes or baby-sitting an incorrigible child. They should be paired with children with whom there is a reasonable chance for them to succeed.

Be sure the older understands the goal of a given assignment and why it is important. Olders show great ingenuity in helping youngers arrive at a given goal. Sometimes it may not be the same goal the receiving teacher has in mind. A heart-warming case in point was a third-grade helper's efforts to have his kindergarten younger succeed in the task of filling a paper divided into nine squares with nine figure "3s."

3	3	3
3	3	3
3	3	3

When he saw the young kindergartener put a reverse 3 into the first square, he said, "Wait a minute, Randy." He then turned

Randy's paper so the bottom line was at the top of the table and Randy went ahead filling the nine squares with reverse "3s." Then his big helper proudly turned the paper back again with the original top line up. Sure enough, all the squares were neatly filled with what looked just like correctly drawn "3s." His younger had produced the required finished paper.

Sixth grader helps fourth grader with reading.

Provide a model you want the older students to follow. This may be harder than you think.

A fourth-grade receiving teacher and the seminar teacher had just finished briefing a group of sixth-graders on their first academic assignment. They had also practiced ways of helping youngers feel accepted, liked, useful, successful, and growing in skill. The fourth-grade teacher turned to the sixth-graders. "Now, when you go back to your own classroom, I don't want to hear all that noise in the hall you bigger students are in the

habit of making." When they had left, the seminar teacher asked, "Is that the way you want these sixth-graders to talk to your fourth-graders?" Mrs. Johnson's mouth fell open in sudden awareness. "We all learn, don't we," she responded.

Be sure that the learning activities contain the spirit of the olders helping youngers idea. The program's greatest contribution is promoting better understanding, goodwill, a feeling of community, a win-win atmosphere where everyone rejoices at the success of everyone else. Often student helpers are exceedingly good at inventing games to help teaching. If these are competitive in nature, they should be ones in which the youngers compete with their own previous scores, not with one another, unless the older helper is equipped to help them deal with feelings of failure afterward. When there is a winner, there is also a loser.

Some high schoolers were helping kindergarteners learn French. Two of them had spent a great deal of effort putting pictures on cards for a relay race vocabulary drill between two groups of six children each. Because the race seemed to interest the little ones, the olders thought it an excellent motivation technique for memorizing French words. But they did not notice how the small ones who did not do so well were behaving. One-fourth of the group displayed negative feelings about themselves or the activity. One kicked the back wall of the room. Two just paid no attention whatever. How might this affect their attitude toward French and toward each other would be an interesting question to explore in a seminar discussion with the older helpers. How might one get the same high level of enthusiasm without a win-lose situation is another interesting question for older helpers or any teacher.

Inform parents. It is very necessary to tell everyone who will be in any way influenced by the program what is taking place and the rationale for it. This includes parents of older helpers and the youngers being helped. They are usually very enthusiastic supporters.

Protect older helpers' chance to succeed. Older helpers should have experience relating to a younger child on a one-to-one basis before taking responsibility for helping a small group.

KEY ELEMENTS IN AN EFFECTIVE PROGRAM

Receiving Teacher's Attitude

Receiving teachers who have been successful in using a cross-age helping program regard themselves as executives in charge of providing learning opportunities for their students. They see the program as giving their students individualized instruction they could not otherwise provide. They think of the older helpers as appreciated partners who can be links between the generations and explainers of facts and transmitters of values to the younger child. They share their ideas with olders and ask them for their suggestions and opinions.

Receiving teachers try to do for the older helpers what they hope the older helpers will do for the youngers. They give them clear directions and check to see if they are understood. They take every opportunity to voice their appreciation of older helpers' efforts and build their self-esteem. They consciously try to serve as models for the older helpers of how olders can relate constructively to youngers. They regard the cross-age helping program as a chance to influence a wider sector of students than just one's own class. They see the cross-age helping program as a chance to help unify the school population, and extend opportunities for constructive interaction between students and across grade levels to give students skill practice in initiating friendliness.

Sending Teacher's Attitude

Successful sending teachers feel they are providing opportunities for their students to be important, contribute to a worthy

cause, gain human relations skills, and have an apprenticeship in a service-oriented activity. They think of a cross-age program as a way for their students to experience being appreciated by more people, gain a greater feeling of adequacy, and grow in self-esteem. They believe their students' own academic work will become more meaningful to them because they are using what they are learning. They see this as a chance that the older helper might not otherwise take to catch up on academic learnings that he may have missed along the way. The sending teacher should realize that when older students are faced with the need to explain something to a younger child, they will really work to understand it themselves.

Seminar Leader's Attitude

Successful seminar leaders appreciate the resources older students can provide for younger ones. They see the importance of helping others learn positive affective teaching techniques and human relations skills. They think of the program as an opportunity to help olders become constructive models for youngers, to legitimize the "brother's keeper" concept, and to give students skill practice in initiating friendliness. To this end, they try themselves to be models for the older students in how to relate positively to youngers. The instruction is geared to what the olders realize they need to learn in order to feel successful. The supervision is given in a positive, friendly way and the reasons for it are shared with older students. It is a means of identifying good teaching techniques and ingenious ways the olders use to promote positive affective relationships with youngers so these can be shared in seminar meetings. If ineffective methods are being used, it is helpful to discuss this in seminar sessions and plan for skill practice of alternative suggestions.

Older and Younger Students' Attitude

The older students feel good because they are being useful and needed. The younger students are helped to feel good because they are acquiring older friends and new learning skills. Olders see youngers as people whose needs they can help meet without sacrificing their own needs and as givers of emotional re-

wards worth receiving. Youngers see olders as friends who care about them and as instruments of personal success.

Olders feel they have a trusted colleagueship with teachers—their own teacher, their receiving teacher, and the seminar leader.

Scheduling

An effective schedule includes:

1. Inservice or preservice team building time for staff team before the program starts, including review of responsibilities, division of labor, and mutual expectations
2. Preservice training of older helpers before they start helping and inservice supportive seminars for olders once a week after the helping actually starts
3. Teacher conferences with older helpers
4. Total staff team meetings at regular intervals after the program is underway (once a month or once every six weeks) to evaluate progress, support the team's efforts, and plan changes if necessary
5. A period two, three, or four times a week in which olders work directly with youngers
6. Supervision at regular intervals of the helping session with the younger child.

OTHER TYPES OF TUTORING PROJECTS

An Eighth-Grade Elective Course in Cross-Age Teaching

One of the first school systems to adapt the cross-age helping procedures and materials developed in our pilot work was the Ontario-Montclair School District in Ontario, California. Their project, with John Mainiero as coordinator, is described as follows:

The sixty youngers are fourth-, fifth-, and sixth-grade students from Moreno and Margarita Elementary Schools, who participated in the program for the full year. The olders are eighth-grade students from Serrano Jr. High School who elected to take a one-semester class in "Cross-Age Teaching." They receive a three-week training session prior to cross-age interaction where they are oriented to the purposes and techniques as well as content training in cross-age teaching. They also have a content training session on Monday and feedback (seminar) sessions on Friday of each week. These sessions are handled by two elementary and two junior high clinicians who work half-time in the project.

The olders are transported three times a week (40 minutes per day tutoring) to the elementary schools. Each older is matched with a younger for specific help in subject areas and/or interpersonal relationships as prescribed by the receiving teacher. There is a lot of leeway for student helpers to create their own teaching materials. They are also taught how to use structured approaches such as the Neurological Impress Method of reading instruction and word recognition by the Kinaesthetic Method, used at the U.C.L.A. reading clinic.

With ESEA Title III funds, the staff evaluated the effects of

participation in a cross-age helping program. Poole-Young Associates research team, Long Beach, California, analyzed the data and provided the evaluation package. Significant gains, as compared to control students, were discovered in reading, math, and language for the junior high students and in vocabulary, math, and spelling for the elementary school participants. Significant gains were also measured in growth for both olders and youngers in self-concept, social acceptability (leadership), and self-discipline.

The Remedial Reading Teacher as Coordinator

Herbert Rosner, working with the parochial schools in Los Angeles, developed an innovative design for cross-age helping as part of the class work for upper-elementary students who came to him for help. Here's what it looks like in operation.

A group of ten to twelve fifth- and sixth-grade remedial reading students have a remedial reading period five days a week. For the first ten days during this time, the remedial reading teacher trains these students in techniques of helping younger children who are having difficulties. They also learn to operate audiovisual machines like filmstrip projectors, record players, overhead projectors, tape recorders, and typewriters. These are housed in the remedial reading room. After this preservice training, they are ready to help younger children (first-, second-, and third-graders) on a one-to-one basis. Directly after their own remedial reading period three days a week, the older helpers get their youngers from their rooms and bring them to the gym opposite the remedial reading room. Here they work with them on a one-to-one basis. There is room for three pairs a day to work with the audiovisual materials in the remedial reading room.

The reading teacher supervises the operations in both rooms. He makes sure that the children regard his looking in on what they are doing as a friendly act. His job is to bring back to the older students the good things that are happening and to help solve any problems. His remarks are reserved for the seminar session on remedial reading which older helpers have on a day when they don't meet with their youngers. He does not interrupt during the helping session between older and younger students.

In the afternoon, the remedial reading teacher has a group of exceptionally good readers from the sixth-grade. These students have a class in speed reading techniques to help them get ready for junior high school. These quicker students also receive training in how to help younger ones. They have a tutorial period right after their own speed reading class in which they work with younger students just as the morning remedial group did.

School Crisis Teacher and the School Social Worker as Seminar Leaders

A crisis teacher in the Ypsilanti, Michigan, schools, scheduled seminar sessions for the older helpers in four groups of 45 minutes each on the day the social worker was at the school. Teaching together they keep the groups small (as few as seven to twelve) while the social worker covers a case load of twenty-four to forty-eight children in her assigned day at the school. They try to have older helpers of different types in each group. Each group includes boys and girls: the marginal children, behavior problems and isolates, peer leaders, under-achievers, and good students. This is one of the few opportunities besides gym where the alienated children have a chance to work closely with others who have a different outlook.

Mini Teachers

A more informal type of helping was introduced at the John Muir Elementary School in Santa Monica, California.

Members of this group are called "Mini Teachers." Anyone in any sixth, fifth, or fourth grade can become a "mini teacher," as the program is endorsed schoolwide by all the teachers. Each sixth, fifth, and fourth grade is permanently paired in a helper-helpee relationship with a third, second, or first grade.

Helpers may be working in the lower grades at any period during the morning. This is possible because the upper grades are on an individual contract system. Teaching in the lower grades can be included in the students' individual contracts scheduled each week.

The Programmed or Structured Approach

There are two schools of thought in cross-age tutoring

with respect to structure. We have placed emphasis on the open, not-so-structured relationship between older and younger with a goal of helping the older understand why the younger is having trouble learning and to discover constructive, creative ways to support the younger's efforts.

The other school emphasizes a programmed or structured approach, with a series of detailed steps for the tutor to follow with his tutee. The two outstanding programs using this approach are Elbert Ebersole's program at the Soto Street School in Los Angeles and Grant Von Harrison's method of remedial reading at Brigham Young University at Provo, Utah.

Both methods work. The Soto Street School program includes a five-day tutor learning program. The tutors are taught step-by-step procedures they are expected to use with their tutees. They make flash cards for review. They drill tutees on words they miss. They listen to them read. They talk about what they've read to see if they really understand it. They follow a closely prescribed system of teaching word recognition and reinforcing learning. At the Soto Street School before the tutoring program was started only 2 percent of the first-graders had scored as high as the 4th or 5th stanine on the annual Stanford reading test. After tutoring first became a part of the curriculum, 25 percent placed in stanine 4 or above. When the program was expanded to include more children two years later, the percentage jumped to 41 percent.

The Pacoima Elementary School in Pacoima, California, used a modified programmed approach. Here too a high and lower grade are permanently paired as helpers, with these paired classes in the same "temporary" housing units with a door cut between the classrooms so there is easy coming and going between the olders and the youngers. The two teachers work out a time five days a week when one-half the olders can go to the youngers' grade and one-half the youngers can go to the older's grade for this specialized tutoring.

Rosebank Elementary School

Another school where one-half the sixth grade goes to the third-grade room and one-half of the third grade goes to the sixth-grade room for older-younger paired helping each day is

Rosebank Elementary School in Chula Vista, California. Here the youngers in the third grade work on a modified individual contract system, so the younger students themselves decide the type of help they especially want from their paired older student teacher each day.

Youth-Tutoring-Youth Project

Junior high school students tutor elementary children, usually in the afternoons, working in elementary schools or churches, community centers, libraries, or store fronts. Two kinds of training are usually provided by Youth-Tutoring-Youth projects. A preservice training program (usually two weeks) is a necessary component to provide needed orientation for both tutors and supervisors. Weekly inservice training sessions are important so students can learn new skills, discuss problems, or make new materials. Most programs provide tutoring four days a week and devote the fifth day to inservice training. Often tutors are paid by the Neighborhood Youth Corps. "Youth-Tutoring-Youth" is sponsored by the National Commission on Resources for Youth, Inc. The business of this organization is to discover, observe, and list creative opportunities for youth and by youth to help in the community. They have in their files records of over 800 programs where older students are teaching younger ones. These include such exciting ones as the Yorkville Youth Council which operates four after-school play centers, each housed in an elementary school in the Yorkville area of New York City, and two peer counseling programs at the secondary school level.

Peer Counseling Program

Operated under the sponsorship of The Stanford University Department of Psychiatry and the Palo Alto Unified School District, the program trains high school and junior high school students (grades 7 through 12, ages 12 through 18) to provide a wide variety of services to their fellow students. Services include helping solve personal problems; teaching social skills; developing friendships; tutoring in academic areas; giving information about jobs, volunteer opportunities, and mental health resources in the communities; and helping alienated youth make positive contact with the adult world.

The Unwinding Room

The Unwinding Room is located at Saint Maria Goretti High School, a Catholic girls' school in Philadelphia. It started in 1971, and it is now sponsored by the Archdiocese of Philadelphia.

This special room, bright and cheerful with colorful pillows and posters, is off limits to adults, including the faculty member who is the supervisor of the project. She is available for consultation, but remains outside the Unwinding Room. This room is for the troubled student and her peers who have been trained to help her, including one experienced counselor who is always present when any girl needs help.

The experienced peer counselors who staff the Unwinding Room have received about 200 hours of training spread over a one-year period. They attend orientation sessions at Temple University and inservice training courses conducted by the Diagnostic Rehabilitation Center.

SUMMARY

The programs mentioned here are only a few of hundreds that are going on. They give an inkling of the power and scope of the help kids can offer other kids in the process of growing up if they have a little help themselves from *their* "olders." They do not need to be especially brilliant. Often their experience with learning difficulties themselves make them exceedingly patient and resourceful in helping others. However, the closer olders are to the age of the youngers they teach, the more expertise they need in the subject matter.

Children can be ingenious, energetic, responsible, and loving in their relations with youngers. But, like everyone else, they need a place to share successes and to get "filled up" again when the going is tough. One place is some sort of ongoing seminar meetings where they can get recharged by exchanging experience and ideas with other helpers their own age and with trusted, caring adults. Another place is in conferences with the teachers they are helping. These supports are crucial to a student's continued interest in a helping program.

Another thing they need is training. Otherwise they may expect too much of their youngers. Without training, they often act like the worst teachers they have ever had. Even if they don't like that behavior, they equate this with the teaching role and they are not apt to change unless they have learned better alternative methods.

When older students are trained to relate well to youngers, when they are informed about the things a younger wants to know and are supported by appreciative adults, they are a tremendous educational resource, a volunteer pool—eager and free for the asking.

REFERENCES

Further materials and information about cross-age helping projects can be had by contacting the following resources:

Detailed information on the Ontario-Montclair School System, the Evaluation of the Cross-Age Teaching Program. *A Cross-Age Teaching Resource Manual*, by John Mainiero, Barbara Gillogly, Orval Nease, David Sherertz, and Peggy Wilkinson. Write: David Sherertz, Director of Inservice Education, LaVerne College, 1950 3rd St., LaVerne, Calif. 91750.

Youth-Tutoring-Youth Manuals. Information about programs, *New Roles for Youth in School and Community*. Write: National Commission on Resources for Youth, 36 W. 44th St., New York, N.Y. 10036.

Exploring Childhood Curriculum. Write Education Development Center, Social Studies Program, 15 Miflin Place, Cambridge, Mass. 02138.

The Cross-Age Helping Package, by Peggy Lippitt, Ronald Lippitt, and Jeffrey Eiseman. A basic guide including orientation, team building and staff training, suggested plans for seminars with olders, a training record, and a filmstrip. Write: Peggy Lippitt, 1916 Cambridge Road, Ann Arbor, Mich. 48104.

A Teacher's Guide to Programmed Tutoring in Reading, by Elbert Ebersole. A description of the Soto School method of tutoring. Also available: a classroom tutoring kit for forty pupils. Write: Elbert Ebersole, 3141 E. California Blvd., Pasadena, Calif. 91107.

How to Organize an Intergrade Tutoring Program in an Elementary School, by Grant V. Harrison. A guide to the author's structured tutoring program. Write: Brigham Young University Press, Brigham Young University, Provo, Utah 84601.

Children Teach Children, by Alan Gartner, Mary Kohler, and Frank Riessmann. A survey of current tutoring programs. Write: Harper and Row, Keystone Industrial Park, Scranton, Pa. 18512.

The fastback titles now available are:

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